


Alabama
Curricular Standards
Mathematics - Grade 4
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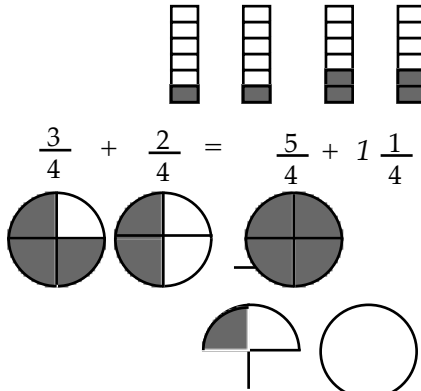
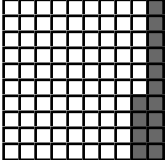
Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Number Sense, Number Systems, Number Theory				
1 Stanford 9	<ul style="list-style-type: none"> Identify the place value of a digit in a whole number to the millions place. 	Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2 Stanford 9	<ul style="list-style-type: none"> Compare and order numbers and sets to 9999. <ul style="list-style-type: none"> Using $>$, $<$, $=$, and \neq 	Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3 Stanford 9	<ul style="list-style-type: none"> Demonstrate an understanding of place value. <ul style="list-style-type: none"> Linking concrete materials to number symbols Example: base 10 blocks Identifying a number when given a pictorial representation of groups of ones, tens, hundreds, and thousands Writing a number in expanded notation Examples: $342 = 3 \text{ hundreds} + 4 \text{ tens} + 2 \text{ ones}$ $342 = (3 \times 100) + (4 \times 10) + (2 \times 1)$ Determining the value of a digit Example: 342 -- the value of 3 is 300, the value of 4 is 40, and the value of 2 is 2 	Appetizers 1 A & C; Main Dish Objective 1 (Number Concepts) Lessons 1 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
4 Stanford 9	<ul style="list-style-type: none"> Identify a number that is 1000 more or 1000 less than a given number. 	Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5 Stanford 9	<ul style="list-style-type: none"> Round whole numbers to the nearest ten, hundred, and thousand. 	Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
6 Stanford 9	<ul style="list-style-type: none"> Round money values to the nearest dollar and dime. 	Appetizers 10 B & C; Main Dish Objective 10 (Estimation) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
7 Stanford 9	<ul style="list-style-type: none"> Round decimals to the nearest whole number. 	Appetizers 10 B; Main Dish Objective 10 (Estimation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
8 Stanford 9	<ul style="list-style-type: none"> Develop vocabulary associated with operations. Examples: divisor, dividend 	Interactive discussion throughout Appetizers 6, 7, 8, & 9; (Addition); (Subtraction); (Multiplication); (Division)		
9 Stanford 9	<ul style="list-style-type: none"> Estimate sums, differences, products, and quotients of whole numbers. <ul style="list-style-type: none"> Using compatible numbers Examples: $24 + 26 = 25 + 25$ Using front-end estimation Example: $\begin{array}{r} 78 \\ +31 \\ \hline \end{array}$ is approximately $\begin{array}{r} 70 \\ +30 \\ \hline \end{array}$ 	Appetizers 10 B, C, & D; Main Dish Objective 10 (Estimation) Lessons 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
10 Stanford 9	<ul style="list-style-type: none"> Demonstrate proficiency in addition and subtraction of three-digit numbers with and without regrouping. 	Appetizers 6 A; 7 A; Main Dish Objectives 6 (Addition) Lesson 1; 7 (Subtraction) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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11 Stanford 9	<ul style="list-style-type: none"> Determine whether results are reasonable. 	Appetizers 13 B; Main Dish Objective 13 (Reasonableness) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
12 Stanford 9	<ul style="list-style-type: none"> Identify and apply properties of addition and multiplication. <ul style="list-style-type: none"> Associative: $(2 + 3) = 5 = 2 + (3 + 5)$, $(2 \times 4) \times 6 = 2 \times (4 \times 6)$ Commutative: $2 + 3 = 3 + 2$, $2 \times 3 = 3 \times 2$ Identity: $3 + 0 = 3$, $3 \times 1 = 3$ 	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
13 Stanford 9	<ul style="list-style-type: none"> Identify number sentences that represent inverse operations. 	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
14	<ul style="list-style-type: none"> Apply rules to determine divisibility by 2, 3, 5, and 10. Example: If the sum of the digits is divisible by 3, the number is divisible by 3. 			
15 Stanford 9	<ul style="list-style-type: none"> Use problem-solving strategies. <ul style="list-style-type: none"> Identifying what information is missing Identifying operations needed to solve problems Applying a variety of strategies to solve non-routine problems Examples: tables, charts, manipulatives, patterns and drawings, guess and check 	Appetizers 11 A, B, C, D, & F; 12 A & B; Main Dish Objectives 11 (Problem Solving) Lessons 1, 2, 3, 4, & 6; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
16	<ul style="list-style-type: none"> Determine and use the most appropriate method of calculation. <ul style="list-style-type: none"> Paper and pencil Mental math Calculator 	All Appetizers; All Main Dish Objectives; Practices; Applications; Final Tests; "I Have, Who Has?" Activities		



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17 Stanford 9	• <i>Demonstrate oral and written proficiency in using multiplication facts through 12 x 12.</i>	Appetizers 8 A & B; Main Dish Objective 8 (Multiplication) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
18 Stanford 9	• <i>Demonstrate oral and written proficiency in using basic division facts.</i>	Appetizers 9 A & B; Main Dish Objective 9 (Division) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
19 Stanford 9	• <i>Demonstrate proficiency with one-digit multipliers and one-digit divisors.</i>	Appetizers 8 A; 9 A & B; Main Dish Objectives 8 (Multiplication) Lesson 1; 9 (Division) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
20 Stanford 9	• <i>Multiply with two-digit multipliers.</i>	Appetizers 8 B; Main Dish Objective 8 (Multiplication) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
21 Stanford 9	• <i>Add, subtract, multiply, and divide whole numbers in context.</i>	Appetizers 6 A; 7 A & B; 8 A & B; 9 A, B, C, & D; 11 A & B; 12 A & B; Main Dish Objectives 6 (Addition) Lesson 1; 7 (Subtraction) Lessons 1 & 2; 8 (Multiplication) Lessons 1 & 2; 9 (Division) Lessons 1, 2, 3, & 4; 11 (Problem Solving) Lessons 1 & 2; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
22	• <i>Multiply and divide large numbers using a calculator and determine whether an answer is reasonable.</i>			

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23 Stanford 9	<ul style="list-style-type: none"> Solve problems in context using multiple operations. 	Appetizers 11 F; Main Dish Objective 11 (Problem Solving) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
24	<ul style="list-style-type: none"> Model and interpret proper fractions, improper fractions, and mixed numbers. 	Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
25	<ul style="list-style-type: none"> Restate fractions as a form of division. Example: $\frac{5}{4}$ as $5 \div 4$ 			
26 Stanford 9	<ul style="list-style-type: none"> Model and interpret fractional equivalents as parts of a whole and parts of a group. Example: $\frac{1}{3}$ is the same as 2 out of 6 			
27	<ul style="list-style-type: none"> Recognize a whole as 100%, $\frac{1}{2}$ as 50%, and $\frac{1}{4}$ as 25%. 			
28	<ul style="list-style-type: none"> Use models to interpret equivalent fractions including the simplification (lowest terms) of fractions. Example: $\frac{2}{3} = \frac{4}{6}$ $\frac{1}{3} = \frac{2}{6}$ 	Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		

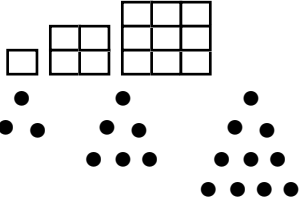
Benchmark Number	Benchmark <ul style="list-style-type: none"> Instructional Target 	Gourmet Resource	Taught	Tested
29	<ul style="list-style-type: none"> Convert between improper fractions and whole or mixed numbers. 	Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
30 Stanford 9	<ul style="list-style-type: none"> Use models to compare and order fractions with and without common denominators. Example: Place the fraction bars in the correct order from the smallest fraction represented to the largest fraction represented. 	Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
31	<ul style="list-style-type: none"> Model addition and subtraction of fractions with common denominators. Examples: $\frac{1}{6} + \frac{1}{6} = \frac{2}{6} = \frac{1}{3}$ $\frac{3}{4} + \frac{2}{4} = \frac{5}{4} = 1\frac{1}{4}$ 	Appetizers 1 G; 6 D; Main Dish Objectives 1 (Number Concepts) Lesson 7; 6 (Addition) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
32	<ul style="list-style-type: none"> Read, write, model, and interpret decimals through the hundredths place. Example: $\frac{14}{100} = .14 =$ fourteen hundredths 	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

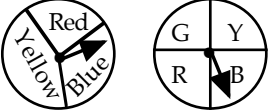
Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
33 Stanford 9	<ul style="list-style-type: none"> Identify place value of a digit in a decimal to the hundredths place. 	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
34	<ul style="list-style-type: none"> Write money amounts in words and dollar-and-cents notation. 	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
35 Stanford 9	<ul style="list-style-type: none"> Identify and compare representations of decimals and money amounts. Examples: base ten blocks, money 			
36 Stanford 9	<ul style="list-style-type: none"> Compare and order decimals and money amounts. Examples: $.34 > .26$ $.6 < .9$ 	Appetizers 1 B; 6 B; Main Dish Objectives 1 (Number Concepts) Lesson 2; 6 (Addition) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
37 Stanford 9	<ul style="list-style-type: none"> Add and subtract decimals and money amounts in context. 	Appetizers 6 B; 7 C; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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Geometry, Spatial Sense, Measurement				
38 Stanford 9	<ul style="list-style-type: none"> <i>Demonstrate proficiency in selecting appropriate units of measure.</i> 	Appetizers 4 C, D, E, & F; Main Dish Objective 4 (Measurement) Lessons 3, 4, 5, & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
39 Stanford 9	<ul style="list-style-type: none"> <i>Compare measurements of length.</i> 	Appetizers 4 C & D; Main Dish Objective 4 (Measurement) Lessons 3 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
40 Stanford 9	<ul style="list-style-type: none"> <i>Determine length, weight, capacity, and temperature using metric and customary tools.</i> 	Appetizers 4 C, D, E, & F; Main Dish Objective 4 (Measurement) Lessons 3, 4, 5, & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
41 Stanford 9	<ul style="list-style-type: none"> <i>Estimate length, weight, capacity, and temperature and determine whether the estimate is reasonable.</i> 	Appetizers 4; Main Dish Objective 4 (Measurement) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
42 Stanford 9	<ul style="list-style-type: none"> <i>Recognize, describe, compare, and discuss a variety of geometric figures given models, pictures, and drawings.</i> <i>Examples: quadrilaterals, pentagons, triangles, octagons, cones, cubes, spheres, cylinders, prisms</i> 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
43 Stanford 9	<ul style="list-style-type: none"> <i>Identify components of geometric figures.</i> <i>Examples: sides, vertices, angles, surfaces (faces), edges</i> 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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44	<ul style="list-style-type: none"> • <i>Identify geometric representations.</i> <ul style="list-style-type: none"> - Points - Lines - Perpendicular lines - Parallel lines - Right angles - Rays 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
45 Stanford 9	<ul style="list-style-type: none"> • <i>Classify and compare angles.</i> <ul style="list-style-type: none"> - Less than a right angle - Greater than a right angle 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
46 Stanford 9	<ul style="list-style-type: none"> • <i>Determine lines of symmetry.</i> 	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
47 Stanford 9	<ul style="list-style-type: none"> • <i>Use rotations (turns) and reflections (flips) in problem-solving situations.</i> Examples: reflection  rotation  	Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
48 Stanford 9	<ul style="list-style-type: none"> • <i>Identify coordinate locations and plot points on a grid.</i> Example: map reading (grid map, latitude, and longitude map) 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
49 Stanford 9	<ul style="list-style-type: none"> • <i>Determine and compare areas of polygons using models.</i> Examples: grid paper, unit squares 	Appetizers 4 G & H; Main Dish Objective 4 (Measurement) Lessons 7 & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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50	<ul style="list-style-type: none"> Distinguish between perimeter and area. 	Appetizers 4 G & H; Main Dish Objective 4 (Measurement) Lessons 7 & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		
51	<ul style="list-style-type: none"> Demonstrate proficiency in relating equivalent units of time. Examples: 52 weeks = 1 year, 60 minutes = 1 hour, 60 seconds = 1 minute 	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
52 Stanford 9	<ul style="list-style-type: none"> Solve problems involving elapsed time. 	Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
53 Stanford 9	<ul style="list-style-type: none"> Demonstrate proficiency in counting and trading coins and bills. 	Appetizers 6 B; Main Dish Objective 6 (Addition) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
54	<ul style="list-style-type: none"> Solve problems that require making correct change. 	Appetizers 6 B & C; Main Dish Objective 6 (Addition) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Patterns, Functions, Algebra				
55 Stanford 9	<ul style="list-style-type: none"> Determine patterns in number sequences. Examples: multiples of 2, 3, 4, 5; odd and even numbers 	Appetizers 1 F; 2 B; Main Dish Objectives 1 (Number Concepts) Lesson 6; 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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56	<ul style="list-style-type: none"> Generate patterns from a rule. Example: <table border="1" data-bbox="418 384 800 653"> <thead> <tr> <th>IN</th> <th>RULE +2</th> <th>OUT</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1 +2</td> <td>3</td> </tr> <tr> <td>2</td> <td>2 +2</td> <td>?</td> </tr> <tr> <td>3</td> <td>?</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> </tbody> </table>	IN	RULE +2	OUT	1	1 +2	3	2	2 +2	?	3	?		4			Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
IN	RULE +2	OUT																	
1	1 +2	3																	
2	2 +2	?																	
3	?																		
4																			
57 Stanford 9	<ul style="list-style-type: none"> Construct patterns using numbers and/or geometric figures. Repeating patterns (core repeats) Examples: 1 2 3 1 2 3 △ ○ □ △ ○ □ Growing patterns (core grows) Examples: 1 2 1 1 2 3 2 1 1 2 3 4 3 2 1 ab abc abcd 	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics																	
58 Stanford 9	<ul style="list-style-type: none"> Solve open number sentences involving addition, subtraction, multiplication, and division. 	Appetizers 6 A, B, & C; 7 A & B; 8 A & B; 9 C & D; 11 A & B; 12 A; Main Dish Objectives 6 (Addition) Lessons 1, 2, & 3; 7 (Subtraction) Lessons 1 & 2; 8 (Multiplication) Lessons 1 & 2; 9 (Division) Lessons 3 & 4; 11 (Problem Solving) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics																	

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59	<ul style="list-style-type: none"> Construct number sentences that represent problem situations. 	Appetizers 12 A; Main Dish Objective 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
60 Stanford 9	<ul style="list-style-type: none"> Display and interpret data using tally charts, diagrams, tables, and graphs (bar, line, circle, and pictograph). 	Appetizers 5 B & C; Main Dish Objective 5 (Probability/Statistics) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
61 Stanford 9	<ul style="list-style-type: none"> Use sampling techniques to collect information and make predictions. 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
62 Stanford 9	<ul style="list-style-type: none"> Make predictions based on exploration of probability. <ul style="list-style-type: none"> Most likely outcomes Least likely outcomes Example: spinners 	Appetizers 5 A & B; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Stanford Achievement, Ninth Edition Intermediate 1 objectives not included in this course:

NUMBER SENSE - Identify odd and even numbers. (addressed in third grade)
 AND
 NUMERATION - Name numbers to 9999. (addressed in third grade)